DOCUMENT RESUME

ED 225 190 CS 207 357

TITLE	Language Arts/English Curriculum, 7-12. Revised.
INSTITUTION	Bloomfield Hills School District, Mich.
PUB DATE	80
NOTE	149p.; Occasional marginal legibility.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	Curriculum Development; Curriculum Guides; *Educational Objectives; Educational Philosophy; English Curriculum; *English Instruction; *Language Arts; *Language Skills; Literature Appreciation; Reading Skills; Secondary Education; Student Needs; Teaching Methods; Writing Evaluation; Writing Skills

ABSTRACT

Based on the idea that the goal of English instruction is to develop language skills that will assist each student in his or her search for identity, in relationships with other people, and in becoming a proficient and sensitive human being, this curriculum guide is divided into two major sections, grades 7 through 9 and grades 10 through 12. In each case, the curriculum is presented in charts divided into topic, objective, and comments/activities. A much larger proportion of the guide consists of appendixes. Those for grades 7 through 9 contain (1) a flow chart of writing objectives, (2) suggested writing assignments, (3) literature materials, (4) a manuscript correction guide, (5) the policy on student file folders and monitoring, and (6) an evaluation of writing manual. In addition to covering the same topics as the appendixes in the previous section, appendixes for grades 10 through 12 also include a chart showing writing skills in 11th and 12th grade and suggested syllabi for these three grades. (JL)

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BLOOMFIELD HILLS SCHOOLS

Bloomfield Hills School District

7 - 12

LANGUAGE ARTS/ENGLISH
Curriculum

(Revised 9/79)

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This curriculum guide was made possible by the efforts of the Bloomfield Hills Board of Education, Dr. David Spencer, Deputy Superintendent, Duane Sheldon, Director of Elementary Education and Curriculum Development, Pauline Sampson, Chairperson of the Secondary English Committee, Sandra Schurr, Chairperson of the Elementary English Committee, and the many teachers who served on the curriculum committees.

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STATEMENT OF PHILOSOPHY

Language is a means by which people conceptualize, organize, and communicate experiences. Language enables people to understand and assess themselves--their desires, their values, their creativity, and their potential as compassionate human beings. Language also provides a sharing--an enrichment--of the creative expression of experiences. Furthermore, language is fundamental to the student's formal learning as well as the means by which an individual extends personal and professional growth beyond the schooling process. Therefore, we believe that the goal of English instruction is to develop language skills which will assist each student in his/her search for identity, in relationships with other people and in becoming a proficient and sensitive human being.

GOALS OF ENGLISH INSTRUCTION

We believe language instruction in Bloomfield Hills School District should be to help the student to:

1. develop ability to deal with the changing environment.
2. recognize and value the uniqueness of human beings as individuals.
3. gain appreciation of the capacities of human beings for love, hate, beauty, and the universality of human emotions.
4. develop creativity in interpreting and communicating experiences.
5. organize and express thoughts clearly in speaking and writing.
6. develop proficiency in basic reading skills.
7. understand and evaluate the information received through the media.
8. recognize that language often reflects a symbolic content that transcends its literal level.

ENGLISH

English 7 (all schools) Required 7

This course is designed to develop the individual's basic language arts skills. Communication skills such as speaking, listening, reading, and writing are emphasized.

Course: ENGLISH 7

TOPIC	OBJECTIVE	COMMENTS/ACTIVITIES
ORAL SKILLS	1.0 The student will demonstrate the ability to speak aloud before class through one of the following methods: prose or poetry book reports speeches informal talks	
LITERATURE/PROSE	2.0 Given literary selections from the seventh grade reading bank, the student will demonstrate the ability to identify and describe the following: setting protagonist antagonist plot sequence main characters elements of dialogue	Short stories, novels, non-fiction (biography and autobiography), plays, narrative poetry. 2.0 See Appendix C
	3.0 Given a list of poems from the seventh grade reading bank, the student will select. read and interpret at least one of these poems in written or oral form.	
WRITING/THOUGHT/MECHANICS	4.0 Given a choice of topics, the student will write one paragraph of description and one paragraph of narration, developed from a topic sentence, with transitions, and with relevant details.	See evaluative criteria for grades seven and eight.

TOPIC	OBJECTIVE	COMMENTS/ACTIVITIES
WRITING/THOUGHT/MECHANICS (cont'd.)	5.0 Given a choice of topics, the student will write a paragraph of at least six sentences, making correct use of:	See evaluative criteria for grades seven and eight.
	capitalization punctuation complete sentences spelling manuscript form agreement of number agreement of tense agreement of case	Student may use a dictionary.
	6.0 Grammar	
	a. The student will demonstrate his/her ability to construct simple sentences.	Start in fall; ongoing
	b. The student will correctly identify in selected sentences, the nouns, pronouns, verbs, adjectives, and adverbs.	
	7.0 The student will write a friendly letter that includes: correct heading salutation body closing	As per text
	He/She will fold and place it in a correctly addressed envelope.	

ENGLISH

English 8 (all schools) Required 8

This course aims to improve the student's oral and written skills in grammar, vocabulary, composition, reading, and speaking. The student will read appropriate grade level literature to achieve these goals.

Course: ENGLISH 8

Page 1 of 3

TOPIC	OBJECTIVE	COMMENTS/ACTIVITIES
ORAL SKILLS	1.0 The student will give a book report or speech before the class.	
LITERATURE AND PROSE	2.0 Given literary selections from the eighth grade reading bank, the student will demonstrate the ability to identify and explain the following: setting - time, place protagonist antagonist basic problem plot elements - initial incident rising action climax falling action characterization - what author says what other characters say what character says how character acts how character copes dialogue foreshadowing method of narration - first person third person	Short stories, novels, non-fiction (biography and autobiography), plays, narrative poetry. 2.0 See Appendix C
	3.0 Given a list of poems from the seventh grade reading bank, the student will select, read, and interpret at least one of these poems in written or oral form.	
WRITING/THOUGHT/MECHANICS	4.0 Given a choice of topics, the student will write an expository paragraph with at least seven sentences that include topic sentence, transitions, relevant details, and use of compound sentence structure.	See evaluative criteria for grades seven and eight.

TOPIC	OBJECTIVE	COMMENTS/ACTIVITIES
WRITING/THOUGHT/MECHANICS (cont'd.)	5.0 Given a choice of topics, the student will write a paragraph of at least seven sentences, correctly using: capitalization punctuation complete sentences spelling manuscript form agreement of tense agreement of case agreement of number	See evaluative criteria, grades seven and eight.
	6.0 Grammar a. The student will demonstrate his/her ability to construct compound sentences. b. The student will identify correctly in selected sentences: nouns pronouns verbs adjectives complements adverbs prepositions conjunctions interjections	Start in fall.
	7.0 The student will write a business letter, including: correct heading inside address closing salutation body The student will fold and place it in a correctly addressed envelope.	As per text.

Course: ENGLISH 8

Page 3 of 3

TOPIC	OBJECTIVE	COMMENTS/ACTIVITIES
WRITING/THOUGHT/MECHANICS (cont'd.)	8.0 The student will organize his own ideas into a correct topical outline using three levels of organization: I. A. B. 1. 2.. II.	
	9.0 Given a source, at the appropriate reading level, containing factual information related to specific topic, the student will take notes and construct a summary paragraph.	

ENGLISH

English 9 (all schools) Required 9

This course aims through literature to deepen the student's insight into himself and his fellow man. It emphasizes grammar as a part of communication. Writing assignments will stimulate creativity, self-expression, and critical thinking.

TOPIC	OBJECTIVE	COMMENTS/ACTIVITIES
LITERATURE/PROSE	1.0 Given literary selections from the ninth grade reading bank, the student will identify and explain the following: setting - description protagonist antagonist basic problem plot elements - initial incident rising action climax falling action characterization - what author says what characters say what character says how character acts how character copes dialogue foreshadowing flashback method of narration - first person third person	Short stories, novels, non-fiction (biography and autobiography), plays, narrative poetry. 1.0 See Appendix C
	2.0 Given a list of poems from the ninth grade reading bank, the student will select, read, and interpret at least one of these poems in written or oral form. (Rhyme, rhythm, figurative language.)	
WRITING/THOUGHT/MECHANICS	3.0 Given a choice of topics, the student will write an expository paragraph of at least seven sentences, and will correctly use: capitalization punctuation complete sentences, including compound, complex, and compound-complex structures spelling manuscript form agreement of tense agreement of case agreement of number	Student may use a dictionary or thesaurus. See evaluative criteria, grades nine and ten.

Course: ENGLISH 9

TOPIC	OBJECTIVE	COMMENTS/ACTIVITIES
WRITING/THOUGHT/MECHANICS	4.0 The student will write a three paragraph essay and will correctly use: introduction body conclusion topic sentence transitions relevant details complete sentences, including compound, complex, and compound-complex structure. capitalization punctuation spelling manuscript form agreement of tense agreement of number agreement of case	The student may use a dictionary and/or thesaurus. See evaluative criteria, grades nine and ten.
	5.0 Grammar a. The student will demonstrate his/her ability to construct complex sentences. b. The student will demonstrate his/her ability to construct compound-complex sentences.	Start in fall; ongoing.

APPENDIX

APPENDIX A

FLOW CHART OF 7th, 8th, 9th GRADE WRITING OBJECTIVES

	7		8		9	
	INTRODUCED	REINFORCED	INTRODUCED	REINFORCED	INTRODUCED	REINFORCED
ORGANIZATION and TYPES OF WRITING	1. friendly letters 2. descriptive paragraphs 3. narrative para.	1. complete sentences 2. topic sentences	1. business letter 2. summary of factual info. 3. expository para. 4. topic outlines	1. descriptive paragraph 2. narrative paragraph	3-paragraph theme	1. descriptive paragraph 2. narra. para 3. expository para.
GRAMMAR	1. parts of speech nouns pronouns verbs adjectives adverbs 2. sentence struc. simple sent.	1. identify subject 2. identify predicate	1. parts of speech conjunction preposition interjection complements 2. sentence struc. compound sentences	1. parts of speech nouns pronouns verbs adjectives adverbs 2. sentence struc simple sent.	sentence structure: a. complex b. compound-complex	1. all parts o speech 2. simple and compound sentences
MECHANICS	1. apostrophe-possessives 2. direct quotations 3. use of commas	1. apostrophes-contr. 2. spelling a. hyphenation b. abbreviation 3. terminal punc. 4. capitalization		1. apostrophes 2. spelling 3. terminal punc. 4. quotations 5. commas	semicolon	1. apostrophe 2. spelling 3. terminal pu 4. quotations 5. commas
MANUSCRIPT FORM	formal copies done in ink	1. neatness a. cursive hand b. indenting c. margin d. standard size paper (8½x11) 2. writing numbers 3. hyphenation 4. abbreviation 5. contractions		neatness (see grade 7)		neatness (see grade 7)

APPENDIX B

SUGGESTED WRITING ASSIGNMENTS

Grade 7

Types of Writing

*7 Descriptive paragraphs based on literary and personal experiences:
- A. Natural surroundings
- B. Objects
- C. Characters
- D. Feelings
- E. Actions

*7 Narrative paragraphs based on literary and personal experiences:
- A. Emotional
- B. Adventurous
- C. Suspenseful
- D. Fantastical
  (Two may be impromptu)

*2 Friendly letters

*2 Sentence writing incorporating simple sentences

2 School-type writing (note-taking, test-taking)

8 Examples of other types of writing at teacher discretion:
- A. Journal
- B. Book reports
- * C. Poems
- D. Message-taking
- E. Writing headlines
- F. Reports
- G. Scripts
- H. Short news articles

Grade 8

Types of Writing

*10 Expository paragraphs based on literary and personal experiences:
- A. Fact
- B. Reason
- C. Example
- D. Contrast
- E. Comparison
  (Four may be impromptu)

* 2 Business letter -- language and form

* 2 Topic outline for personal writing

* 2 Summary of factual information -- to interpret and reduce material

* 2 Sentence writing incorporating compound sentences

* 2 Book reports/reviews

8 Examples of other types of writing at teacher discretion:
- * A. Poems
- B. Library paper
- C. Short stories
- D. TV drama review
- E. Chronological diary
- F. Newspaper article
- G. Essays
- H. Message-making
- I. Bulletin-board notices
- J. Other types of paragraphs

Grade 9

Types of Writing

*5 Three-paragraph themes -- types:
- A. Descriptive
- B. Narrative
- C. Expository
  (One may be impromptu)

*2 Expository paragraphs
(One may be impromptu)

1 Summary

*4 Paragraphs -- based on teacher choice:
- A. Narrative
- B. Descriptive
- C. Argumentative
- D. Sensory
  (One may be impromptu)

*4 Sentence writing incorporating compound sentences and compound/complex sentences

2 Essay-type exams

1 Outline

9 Examples of other types of writing at teacher discretion:
- * A. Poems
- B. Short stories
- C. Book reviews
- D. Myths
- E. Advertisements
- F. Journal of fictitious character
- G. Personal letter writing
- H. Business letter writing (job application)
- I. One-act plays
- J. Scripts

* Matches objectives of that number.

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APPENDIX C

LITERATURE MATERIALS FOR GRADES 7, 8, 9

A. Novels

7th

- Deathman Do Not Follow Me
- Banner in the Sky
- Light in the Forest
- The Pearl
- The Call of the Wild
- Shane
- Julie of the Wolves
- Friedrich
- Red Pony
- White Fang
- Silver Crown
- Z for Zachariah
- The Yearling

8th

- April Morning
- The Pigman
- That Is Then, This Is Now
- Treasure Island
- Adventures of Sherlock Holmes
- Lilies of the Field
- A Bell for Adano
- Puddinhead Wilson
- Farewell to Mazonar
- Death Be Not Proud
- Martian Chronicles
- Charly
- The Prince & the Pauper

9th

- To Kill a Mockingbird
- The Autobiography of Miss Jane Pittman
- Animal Farm
- Huck Finn
- The Odyssey
- A Separate Peace
- The Old Man and the Sea
- Murder of Roger Ackroyd
- The Moon Is Down
- Dandelion Wine
- Hounds of the Baskervilles
- Great Expectations
- A Tale of Two Cities
- When Legends Die

B. Drama

- Sorry, Wrong Number
- The Monsters are Due on Maple Street
- The Pharmacist's Mate
- Tragedy in a Temporary Town

- The Pinball

- West Side Story
- Diary of Anne Frank
- No Time for Sergeants
- The Other Foot
- Bride Comes to Yellow Sky
- Curly (radio play)

- Shelter

- Miracle Worker
- Romeo and Juliet
- Inherit the Wind
- Ten Little Indians
- A Thousand Clowns
- Raisin in the Sun
- Bell Book and Candle

C. Nonfiction - Partial List

- Men of Courage
- Selected Biographies
- Individual Readings

- Individual Readings
- The Other Side of the Mountain

- Individual Readings
- An Adventure in Viewpoint (Teale)
- Sandberg's Biography of Lincoln, Vol.1
- Autobiographical stories by Jesse Stuart

D. Short Story

Each junior high building staff should coordinate short stories within its own building.

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APPENDIX D

MANUSCRIPT CORRECTION GUIDE

I. Form:

A. Observe one-inch margins on three sides of page.

B. Write on one side of the paper only; avoid skipping lines (one line).

C. Space under the title if there is no title page.

D. The first page carries no number; number all succeeding pages in the upper center (top).

E. Write in black or blue ink, cursive handwriting, or typewritten (double-spaced).

F. Write out all numbers under one-hundred except dates and addresses; hyphenate between the two words of a number (twenty-one through ninety-nine).

G. Indent each paragraph one inch without spacing between paragraphs.

H. For quoted material, footnote or bibliography, or typewritten papers, use form from stylebook consistently.

II. Illiteracies: Because these errors persist in student work, all teachers should recognize the following as illiteracies in formal writing:

A. Use of contractions,

B. Misuse of indefinite you,

C. Sentence fragments,

D. Run-on sentences (comma splice),

E. Misused homonyms (to, too, two, etc.),

F. Verb tense shifts,

G. Misused apostrophes,

H. Faulty agreement (subject/verbs; pronouns/antecedents).

III. Correction symbols for formal writing:

sp	spelling error	vt	tense of verb wrong
p	punctuation error	¶	paragraph needed
frag	fragment	awk	awkward wording
RO	run-on sentence	∧	word(s) omitted (caret)
WW	wrong word	2	misuse of second person
cap	capital letter agreement	NC	no contractions
agr	agreement	//	parallel construction needed

Note: Individual teachers are encouraged to use any other symbols they consider appropriate.

APPENDIX E

STUDENT FILE FOLDERS AND MONITORING

I. To aid students, teachers, and administrators in the management of objectives, students will maintain, in the teacher's room, folders that will include at least one acceptable example of all writing objectives. It is strongly recommended that these folders be used in future student placement.

II. For purposes of evaluating students and reporting their progress, the following sheets will be used for monitoring: Student, Administrator, Writing Evaluation Cover Sheet. (See samples).

III. Total number of papers to be monitored per year: 28. Monitoring to occur once each marking period.

IV. To aid students and monitors, papers will have correction symbols and teacher comments to improve writing.

V. At the end of each year, student folders will contain one sample of the student's best formal writing.

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APPENDIX F

EVALUATION OF WRITING

MANUAL

Grades 7-9 (10)

EVALUATIVE STANDARDS
EVALUATIVE CRITERIA
STUDENT SAMPLES

EVALUATIVE STANDARDS

FOR GENERAL APPLICATION

Grades 7-12

DEFINITIONS

I. Organization

- A. 7-8, Paragraph
    - 1. Topic sentence
    - 2. Supporting details
    - 3. Transitions
    - 4. Conclusion
- B. 9-12, Three to five paragraph essay
    - 1. Introduction of topic
    - 2. Support
    - 3. Transitions
    - 4. Summary/Conclusion

II. Vocabulary -- precise language

III. Sentence Structure --sentence variety based on grade level objectives

IV. Mechanics -- as per grammar text

- A. Capitalization
- B. Punctuation
- C. Spelling
- D. Manuscript form

V. Quality of Thought

- A. Logical thought process
- B. Elements of creativity
- C. Control -- writing specifically to topic
- D. Avoids plagiarism

EVALUATIVE CRITERIA
ENGLISH COMPOSITION

Grades 7-8

	ORGANIZATION	VOCABULARY	(End of Year) SENTENCE STRUCTURE	MECHANICS	QUALITY OF THOUGHT
Level Six	well organized	well above grade level	sentence variety: incorporating compound and complex sentences	no errors	natural ability to develop the topic
Level Five	well organized	above average grade level	sentence variety: incorporating compound and complex sentences	rare incidence of errors	ability to develop the topic
Level Four	organized	above average grade level	sentence variety: incorporating varied sentence structure	maximum of two different errors per objective	adheres to topic
Level Three	elements of organization	average grade level	sentence variety: sentence structure per objectives	maximum of three different errors per objective	demonstrates some effort to adhere to topic
Level Two	demonstrates an effort to organize	average grade level	sentence variety evidence of sentence sense(may inc. fragmants and run-ons)	obvious errors	has difficulty adhereing to topic
Level One	needs organization	below average grade level	sentence variety: multiple fragments and run-ons	gross errors	little adherence to topic
Level Zero	demonstrates no organization	far below average grade level	demonstrates no sentence sense	gross errors	none

NOTE: These criteria represent standards for end of the year writing accomplishment. Level Five describes the A paper.

EVALUATIVE CRITERIA
ENGLISH COMPOSITION

Grades 9-10 **

	ORGANIZATION	VOCABULARY	SENTENCE STRUCTURE	MECHANICS	QUALITY OF THOUGHT
Level Six	well organized 3-5 paragraph essays	well above grade level	sentence variety complex levels of subordination	no errors	innovative and challenging development of essay topic (shows originality and scope)
Level Five	well organized	above average for grade level	sentence variety levels of subordination deepen	few, if any, errors	innovative development of essay topic (shows originality)
Level Four	organized	above average for grade level	sentence variety clear and concise structures	few errors	demonstrates logical development
Level Three	demonstrates elements of organization	average for grade level	sentence variety correct sentence structure	maximum of five different errors	demonstrates logical development, but says little
Level Two	demonstrates an effort to organize	average for grade level	sentence variety evidence of sentence structure (may include some fragments and run-ons)	obvious errors	illogical development
Level One	needs organization	below average for grade level	sentence variety multiple fragments and run-ons	gross errors	scattered and unrelated ideas
Level Zero	no organization	far below grade level	no sentence sense	gross errors	none

** Paragraph writing in the ninth and tenth grades will be based on the seventh and eighth grade standards.

Note: These criteria represent standards for end of the year writing accomplishment. Level Five describes the A paper.

ADMINISTRATOR'S MONITOR SHEET

GRADES 7, 8, 9

Teacher's Name____

Course____

Date of Monitoring____________________________________ Hour__________________

Random Sampling of Folders:

A. Objectives monitored __________________

____

B. Writing assignments monitored______________________________

____

(Total of twenty-eight in full year.)

C. Names of students whose folders were monitored:

____________________________________ ______________________________

____________________________________ ______________________________

____________________________________ ______________________________

Comments:

____
Signature of Monitor

____
Signature of Teacher

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WRITING EVALUATION COVER SHEET

GRADES 7, 8, 9

To be completed by student:

Name of student____________________________________Course__________________

Teacher______________________________Date_____________Hour__________________

Description of assignment:____

____

____

____

EVALUATION CHART

	GOOD	FAIR	POOR
Organization	____	____	____
Vocabulary	____	____	____
Sentence Structure	____	____	____
Mechanics	____	____	____
Quality of Thought	____	____	____

Note: Each of the above five criteria may not apply to each of the required writing assignments.

Grade received:__________

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STUDENT RECORD SHEET FOR GRADE 7

(To be kept in student's file folder)

Teacher ______________________ Student ______________________

Until the end of the year, the student's file will contain papers demonstrating coverage of the following objectives:

Objectives:

1.0 Oral Language ______________________ ______ Grade

2.0 Reading:

Short Stories ______________________ ______ Grade

Novel ______________________ ______ Grade

3.0 Poetry ______________________ ______ Grade

4.0 Paragraphs:

Description ______________________ ______ Grade

Narration ______________________ ______ Grade

5.0 Paragraph for Mechanics ______________________ ______ Grade

6.0 Grammar:

a. Sentence Structure ______________________ ______ Grade

b. Parts of Speech ______________________ ______ Grade

7.0 Friendly Letter ______________________ ______ Grade

Note for the teacher: Refer to Appendix B, Suggested Writing Assignments, for writing assignments to be included in this folder.

At teacher option, dates may be recorded with grades.

At the end of the term, the student's best formal writing sample is selected and passed on to the eighth grade teacher with this sheet and the student's folder.

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STUDENT RECORD SHEET FOR GRADE 8

(To be kept in student's file folder)

Teacher ______________________ Student ______________________

Until the end of the year, the student's file will contain papers demonstrating coverage of the following objectives:

Objectives:

1.0 Oral Language ______________________ ______ Grade

2.0 Reading:

Short Stories ______________________ ______ Grade

Novel ______________________ ______ Grade

3.0 Poetry ______________________ ______ Grade

4.0 Expository Paragraph ______________________ ______ Grade

5.0 Paragraph for Mechanics ______________________ ______ Grade

6.0 Grammar:

a. Sentence Structure ______________________ ______ Grade

b. Complements ______________________ ______ Grade

7.0 Business Letter ______________________ ______ Grade

8.0 Topic Outline ______________________ ______ Grade

9.0 Summary of Factual Information ______________________ ______ Grade

Note for the teacher: Refer to Appendix B, Suggested Writing Assignments, for writing assignments to be included in this folder.

At teacher option, dates may be recorded with grades.

At the end of the term, the student's best formal writing sample is selected and passed on to the ninth grade teacher with this sheet and the student's folder.

STUDENT RECORD SHEET FOR GRADE 9

(To be kept in student's file folder)

Teacher ____________________ Student ____________________

Until the end of the year, the student's file will contain papers demonstrating coverage of the following objectives:

Objectives:

1.0 Reading:

Short Stories ____________________ ______ Grade

Novel ____________________ ______ Grade

2.0 Poetry ____________________ ______ Grade

3.0 Paragraph for Mechanics ____________________ ______ Grade

4.0 Three-Paragraph Theme ____________________ ______ Grade

5.0 Grammar:

a. Complex Sentence Structure ____________________ ______ Grade

b. Compound-Complex Sentence Structure ____________________ ______ Grade

At the end of the term, the student's best formal writing sample (3 paragraph essay) is selected and passed on to the tenth grade teacher with this sheet and the student's folder.

Note for the teacher: Refer to Appendix B, Suggested Writing Assignments, for writing assignments to be included in this folder.

At teacher option, dates may be inserted with grades.

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STUDENT SAMPLES (IMPROMPTU ESSAYS)

OF

EVALUATIVE LEVELS

Grades 7-8

7 - 8 [illegible] ⑥

The first year in junior high is a new, exciting experience. For a year, the sixth graders have been the top of the school, and suddenly, they must adjust to being a little fish in a big pond. The eighth and ninth graders look distant and eminent, and that alone is enough to make one feel small and frightened.

It is difficult to adjust to the routine of a new, large school. This is a task that all new seventh graders must perform. They have to learn to go to their locker and get to class within the four minutes which they are allowed, to battle a locker that will not open, and to know how to act at dances and parties. These are just a few of the new, "grown-up" things that a seventh grader encounters.

These new experiences have been

1-8

known to cause problems. The seventh grader needs to adjust to seven teacher personalities every day. He may forget that a certain teacher's pet peeve is gum chewing, and he ends up writing a 1000-word essay. The rules are stricter in junior high. As a seventh grader, the rules that we did not have in elementary school gave me all kinds of ideas. I cursed myself a hundred times a day for not doing the things ~~that~~ I now realize ~~that~~ I could have gotten away with. Junior high is a new experience, which presents new problems. However, once these problems are solved, junior high becomes one of life's most valuable learning experiences.

7-8.

~~97~~ (5)

"Education in Your Own Living Room"

Television can be educational. Shows such as "Roots" and "Holocaust" are very helpful to people interested in their past. They also clarify events that are in doubt. People are not always sure of past events because they are told differently by everyone.

"Sixty Minutes" educates people to watch out for themselves and not always to believe something just because it appears that way. The reporters go behind the outward appearance and dig up interesting and helpful facts that can help one out. "Sixty Minutes" tries to get one out of trouble before one gets into it.

The "Gong Show" educates one in a totally different way. It shows how crazy one can get just because he is in front of a camera. Watching people with no talent at all trying to get a little fame and fortune can be a wild but educational experience. For these reasons I believe television is educational.

5

7-8 57 (5)

When the first week of September rolls around each year many twelve and thirteen year-olds become extremely excited and nervous. That tingle of excitement goes with them to school every day for the rest of the year. It's there on the first day when they get their locker, start classes, and begin an entire year of meeting new people. At the end of the year when they choose new classes, get a pin for honor roll or participating in spring sports they're still excited. Those were just a few examples, the list could encircle our planet at least once. In conclusion, exciting is the best way of describing the seventh grade.

7-8 ~~10~~ ⑤

"The first year in junior high can be an exciting experience"

The first year in junior high was relatively enjoyable. Education is presented in an entirely different atmosphere. Each individual is independant, yet at the same time there are numerous responsibilities.

The work was somewhat a review from sixth grade. I found good grades easy to obtain throughout the term. You must realize, however, that reasonable effort is involved in order to earn such accomplishments.

Every student is expected to complete his or her homework and seek help if necessary. Library books are to be returned on time. It is the duty of all to study appropriately for oncoming tests. These are a sample of responsibility here at East Hills Junior High.

I found the variety of classes, having my own locker, and similar changes a change for the better. Some priviledges exist here that were unthought of in grade school. Perhaps chewing gum is a good example.

In this building there is more freedom in the sense of being able to move around frequently. I did not like having to sit in the same classroom day after day.

I think junior highs have a better system of teaching, extra curricular activities, and projects.

7-8 ~~45~~ (4)

The first year of junior high can be an exciting experience. My first year of junior high was super! I was involved with many activities including basketball, cheerleading and track. Being in junior high made me more mature and gave me more responsibilities. I was in a school with older children which made me feel more sophisticated. My first day was filled with fun, as well as meeting many new people. The minute I arrived I felt I belonged. That is why the first year of junior high can be an exciting experience.

7-0

107

3/5/78 ④

Television Can Be Educational

In every television show there is always something to learn. It doesn't matter if the show is on at 8:00A.M. or 8.00 Pm. All a person has to do is watch and listen. Sometimes learning is hidden deep inside the plot or maybe it is a moral to be sought out. In any case, learning something new depends or your will to do it.

of the various reasons why television can be educational.

~~112~~ ④

Television can be educational. For instance Sesame Street and The Electric Company helps kids in their early ages to count, sound out words, and other helpful things. The picture on television attracts a childs attention therefore he might learn more. The news on television is very helpful also. It brings us the news directly, faster than the newspapers. People say that the radio can do the same thing only the radio doesn't have films on what happened. Mothers and fathers argue that television has two much violence. If that is true why not just turn off the television. There are many other educational shows on television like National Geographic specials, sixty minutes, nova, and others. These are some

The group of seventh and eighth grade evaluators (teachers) felt that some explanation was needed for the wide range found within Level Three:

(3-) Meets necessary criteria but words are missing. Mechanics are poor, and the paragraph reflects immaturity of thought and wanders from the topic sentence.

(3) Meets necessary criteria and is typical of a Level Three paper.

(3+) Meets necessary criteria but lacks the originality and vocabulary for Level Four paper.

~~7.26~~ 7.5

5/10/78 Level (3+)

Television Can Be Educational

Television can be very educational in some cases. Take for example Sesame street. Little children are home all day and television influnces them very much. If the program teaches letters and numbers the child will learn them. Television programs that are about other countrys and different cultures teach people about these things and are generally very intersting. The evening news tells people what is going on in the world or they might not know. These are my reasons for thinking television is educational.

~~128~~ 7-5

Level ③

The First Year in Jr. High

In Jr. High the first year is alway very exciting. At first, everybody is nervous, but then you meet friends that make you feel at home. Most of the teachers are very helpful when you get lost, they will show you the way. Teachers are also easier on you in the beginning of the year when it comes to homework and tests. When new students come to a Jr. High school some of them are afraid of the older kids. Usually the older students are a help. The first year at Jr. High is very exciting. It is also a nice change from elementry school.

739 7-8 Level

3-

I think teleivison can be very educational. Look at some the shows that teaches young children all differnt kinds of things, like Deadle doors. There are advertisements that were made for children. In some of the specials they have on tv they can teach kids things. Like how the goverment used to be, and how its used know. It can teach them how people act in the differnt parts of the world. TV can teach older people how get a job. Teleivison can teach right from wrong.

Most older people teleivion shows are all junk. They dont know their educational. I think that alot of shows on tv can be very educational.

~~171~~ Lev ②

Television can be educational

Television today is not really educational because T.V today is good, but violent. But the violent today can be good and not be educational for the small kids that watch T.V. The Network should keep some violent shows and put on some more educational shows in the day time, and keep sex and violent for the older viewers. A good time for sex and violent shows on about 8:30 pm & 9:00 pm so the T.V. could be a little educational at a earlier time. They should put less adds on and more of the show or movie and the adds are really dumb and a waste of time. Sex is good or not good for the smaller viewers, but a little sex won't hurt anything and could be educational.

Educational is on T.V. alot but should be on a little longer untill 8:30pm and have some on in the morning more shows. They also should keep most of the sex and violet shows on at night like, Dallas, and some of the other shows and make them about 9.00 instead on so late no one really want to wait to wacth them because they are on to late.

27. ②

Television Can Be Educational

Television Today is either sex or Violence. But there are a couple of good shows left. Yes television can be educational, but kids today don't want to watch it. If they would take off some of the other shows that contain sex and Violence, and replaced it with some other kind of show. May be the same typ of show thato

7-8

on the same subject but contains less sex and violence, or maybe none at all. Then I think kids of the 1970's and 80's will get into more educational shows.

38. 1-8 [redacted] Level

②!

The firstyear in Jr high
Can Be an Exciting experience

The first year in jrhigh is always an Experence you mett alota people good and Bad. You see some old friends from Ellementry ~~you~~ school so you say hi havent seen you all summer well see around By the way what classes do you have? well By. and thats how it gols you get a schedule in jr high, you dont in Elementry School so you know prety what your doing in Elementry if you got lost in School there would always Be a cheerfull teacher to se to your class, But if in jr -high your last. your lost you might as wella Stay in a jdn. till you see somone who knows his way around ~~[illegible]~~ and thats how jr high1 like

the End

~~90~~

First
Day in Junior ①
High

The first day in Junior High actually was not a ixciting experience. It was very fritthning to me. A new school ten times the sizze of the old school. New kids strange big kids of enormou size. Sum know biger then your foot. Now in the eight grade they all look like any other kid. Just wait for tenth grade in High school

#9 7-5 ①

Television can be educational I think that T v is very interesting even for Kids programs like *Sesame Street* *Electric company*. There is also things for adults like *Newsbreak* *tomorrow* *today*. I think there is ~~o~~ a great amount more of good programs such as *wild Kingdom*.

15

1

The first year of junior high was exciting for me. Because you walk to class that way you don't get bored as easy. That you have seven teachers in a day. And the gym is much bigger than in grade school. And more things to do in the gym. And their is a lot of classes to pick from.

STUDENT SAMPLES (IMPROMPTU ESSAYS)
OF
EVALUATIVE LEVELS

Grade 9

There was no paper at the ninth grade that met the criteria for Level Six, therefore none is included.

#5 level 5-12-18

Report cards do not tell the whole story of a student's progress. Many classes are boring and just a review of things the student already knows, and thus the student may not put forth his best effort and get a lower grade than he deserves. Another factor is the kids in the class. If a class is composed of a majority of rather unintelligent people, then the teacher can not teach the class as fast or progress as far as he should. This may again cause students to become dissatisfied and not do their best. Some teachers also may grade a student on whether or not the teacher likes him.

If one student is taking an advanced class, and another is not, both may get the same grade although one works much harder than the other. The amount of class- and homework also is not reflected in a grade. Also, many students do not do well on tests because, although they may know the material well, they get nervous and cannot think and remember well. If a teacher grades primarily on tests, this can give a false impression of what the student knows. Most importantly, the grade point average is stressed too heavily. If one student takes easy classes and another takes challenging classes, the student taking easy courses may get a higher grade point average although he did not work as hard or learn as much as the other student.

#78

1

9th.
model
Level 4

Sports: A New Curriculum in Our Schools

Sports receive too much emphasis in our schools. A child in school today leans toward sports instead of the educational aspect of school or other extra-curricular activities. This is not the way our school system was meant to be.

Sports in our schools are taking away from the education of students. Most schools state that the child participating in sports must keep their grades up. Some schools may uphold this but most do not. Laker High School requires that the student must be passing three classes. This rule is totally beyond my comprehension because the student is taking six classes; must pass only three; and passing can be a D average. Is not education lacking in this case?

Sports in our schools is also taking away from the intrest in other extra-curricular activeties such as art, music, drama, etc. These activites are losing students as the emphasis falls on sports.

More and more, schorships and praise are going to the jocks. Schools today

9 H

have more teams, cheerleaders, assemblys and awards for sports. Colleges are giving a startling number of scholorships to jocks insted of the well educated that can lead us later.

Schools have been putting too much emphasis on sports. Students need a good education to survive in our world today. Everyone needs to enjoy other skills in life such as music, art and the theater. What does our future hold, a world of sports?

/

#5

(3)

(1084)

9th model
Level 3
Level 2 Mechanic

Sports receive too little emphasis in our school. There are not always good trained coaches to teach children spacific sports. Our school dose not have very good playing grounds for some of the sports played here. The equipment is not all that good eather. Some equipment is too old and some of it is not in good condition. Also I think that the coaches do not pay enough attenction to those childern who are not very good at a sport, instead they help the kids that are good get better.

Trained coaches are very important to teach a school sport. If he or she is not traind or had some experience in teaching the spacific sport, he or she could teach the sport wrong and have a losing team. They must know all the rules and penilties or they can let something go byyy them and not even know it. A traind coach is important because it could change the outcome of the whol season.

Good grounds are very important in a sport. A team dose not like playing on a field that is not marked off or play on a field with a hill in the middle. If I were to play a game of foot ball on a field that is half mud. I do not think I would put forth all my effort to win. A base-ball field that is mostly sand is very hard to run one which could very easly couse an out. A good field to play on will make the game more enjoyable.

#1

Ⓟ 2

9th model
Level 2

Sports in our Schools

I think that sports in our school recieve too little emphasis. The schools today do not do much. Well I should say they recieve enough emphasis, but they don't push it hard enough.

I also think that they don't emphasize it enough because there is not a whole lot to work with, equipment wise. They really could do more with it if they had more equipment.

We have good teams, what little we have. Cause somtimes we have to go to other schools to practice. Only for a few teams however. This is because as I said before lack of equipment.

I think if we solved that problem they would really push it.

#86/
85

7th

#1

6 hr
9th · model
Level 1

In this paper, I will try to show you how and why Blarfeid Hills schools have too much emphass in sports in the High shcools.

In the school in Bloomfeild Hills, they spend to much on the high skhool sport. But pay no atenlon to the grow High shools Like at East Hills, the track ~~to~~ team ~~had~~ had to bug a port a pit, for High jumping and for pole volting by selling paut cakes The most reazne was we did have a caoch for track intill we hed, had two meets If this happen at lasher, they would have found a ~~new~~ new as fast as they could

Thes is Why I. think that they shaula spead more money on the Junir High Schools

WRITING/LITERATURE

Required - 10th Grade | 1 Credit

This course is a pre-requisite to all further English classes at the high school level and it is required for graduation. It will cover the total writing experience from the beginning thought processes to the final writing of the complete composition. With discussions of significant ideas as the stimulant, assignments will be presented in critical analysis, forceful argument, effective persuasion, and clear explanation. The literature content for this course will include a combination of short story, novel, drama and selected poetry, nonfiction, and film which will serve as a basis for the development of written and oral skills.

To aid students, teachers, and administrators in the management of the following objectives, students will maintain, in the teacher's room, folders that will include at least one acceptable impromptu example of objectives 1.0 - 7.0. It is strongly recommended that these folders be used in future student placement.

For purposes of evaluating students and reporting their progress, teachers will be responsible for the record sheet. (See attached Record Sheet, Appendix D)

Course: GRADE 10 - Writing/Literature

Page 1 of 3

TOPIC	OBJECTIVE	COMMENTS/ACTIVITIES
THESIS STATEMENT	1.0 The student will be able to compose a coherent, logical thesis statement appropriate to the intent of the essay and grammatically correct.	
OUTLINE	2.0 Using acceptable outline form, the student will be able to develop an outline based on his/her thesis statement.	
INTRODUCTION	3.0 The student will be able to compose an introductory paragraph which includes his/her thesis statement and prepares the reader for the ideas to be developed in the body of the essay.	
BODY OF THE PAPER	4.0 In the body of his/her essay, the student will be able to develop the ideas in his/her thesis statement following his/her outline and using appropriate methods. (See syllabus.)	
CONCLUSION	5.0 The student will be able to compose a conclusion which is a logical culmination of the ideas presented in the essay.	
IMPROMPTU ESSAY	6.0 The student will be able to compose an impromptu example of a three-paragraph essay for the 10A work, based on Objectives 8.0 and 9.0.	
	7.0 The student will be able to compose an impromptu example of a five-paragraph essay for the 10B work, based on Objectives 8.0 and 9.0.	
LITERARY BASE	8.0 As a basis for his/her writing, the student shall read a minimum of two novels, four short stories, one play, and selected poetry. To eliminate duplication between 10A and 10B, 10A will include short story/play and film, and 10B will include novel/poem and, non-fiction and film. Materials will serve as basis for Objectives 1.0 - 7.0 and 10.0.	8.0 See Appendix C for literature bank.

TOPIC	OBJECTIVE	COMMENTS/ACTIVITIES
LITERARY BASE (cont'd.)	9.0 The student's written responses (Objectives 1-7) will explore how an author uses literary elements to achieve his/her purpose.	
	9.1 Given a short story on the tenth grade reading level, the student will analyze a short story in terms of basic structure, theme, plot elements (learned in the ninth grade), and literary devices -- method of narration -- fiction vs. non-fiction.	Some suggested writing assignments are: Paragraphs Three-five (or more) paragraph essays Vocabulary sentences Review questions Projection of point of view Use conventions of dialogue New endings Essay exams Precis writing
	9.2 Given a play from the tenth grade reading list, the student will learn to see the unique features of this literary genre in terms of the conventions of the theater.	Character analysis in paragraph and/or essay Written role playing (can use letter from one character to another, etc.) Play scripts Essays
	9.3 Given a novel from the tenth grade reading list, the student will:	
	a. abstract and analyze plots or sub-plots, method of narration, theme, characterization (in terms of flat or round characters), and setting as they relate to theme.	Paragraphs Essay tests Essays Specific vocabulary writings
	b. abstract and analyze the interaction of plot, sub-plot, characterization, setting as they relate to theme.	Special exercises in distilling and refining language Documented papers -- textual documentation, and research
FILM	9.4 Given a feature film presentation, the student will be able to recognize how the viewer's perception of characterization, setting, plot, dialogue and theme are affected by film techniques. When possible, compare with text.	10A - Contrast/comparison of annotated 10A - Film review 10A-B Script or story board for film 10A-B Extension of story using some point of view 10B - Contrast/comparison with text, annotated

TOPIC	OBJECTIVE	COMMENTS/ACTIVITIES
LITERARY BASE (cont'd.)	9.5 Given a selection of poems, the student will be able to perceive: a. how sound devices support the theme and structure of the poem (basic rhythms, rhyme schemes, and other sound devices). b. how figurative language supports the theme and structure of the poem.	Some suggested writing assignments: Theme comparison with theme from other genre Translation of metaphor Poetry interpretations, oral and written Vocabulary study (insights into language keeness, economy, denotation/connotation).
	9.6 Given non-fiction (essays, biography, or autobiography) student will be able to examine structure and apply to his own writing.	
	9.7 Each semester, the student will study vocabulary related to the literature.	
ORAL SKILLS	10.0 The student's oral responses will include a formal defense of one of his/her thesis statements (symposium, debate, lecture, panel discussion, etc.).	

GRADES ELEVEN AND TWELVE

WRITING/LITERATURE COURSES

In literature courses following the tenth grade Writing/Literature course, students will reinforce and add to writing skills developed in the previous year.

The literature content will vary according to the nature and subject of the course.

To aid students, teachers, and administrators in the management of the following objectives, students will maintain, in the teacher's room, folders that will include acceptable examples of objectives 1.0 - 6.0 in courses at both levels.

For purposes of evaluating students and reporting their progress, teachers will be responsible for the record sheets.

TOPIC	OBJECTIVE	COMMENTS/ACTIVITIES
WRITING SKILLS	1.0 Each semester the student will write a minimum of three thesis essays of at least five paragraphs to show his/her mastery of the thesis-essay format stressed in the grade ten Writing/Literature course.	These activities can be accomplished in the literature objectives 7-9. Outlines, rough drafts, revisions, and individual paragraphs may be included.
	2.0 Each semester the student will write essay examinations of varying length to show his/her comprehension of subject matter, with emphasis on limiting a topic and supporting material.	
	3.0 Each semester the student will write a minimum of two one-hour impromptu themes based on material read or discussed in class.	
	4.0 Each semester the student will review the following mechanical and structural errors identified in his/her writing and incorporate revisions in his/her papers: wordiness fragments run-ons unnecessary shifts agreement pronoun reference apostrophes confused homonyms	
	5.0 Each semester the student will review the methods for achieving unity and coherence in his/her writing, with emphasis on developing variety in the following aspects: thesis statement introductory paragraph concluding paragraph all transitional devices types of substantiation	
VOCABULARY	6.0 Each semester the student will study vocabulary related to the literature.	Include in impromptu objective tests, essays, sentence exercises, literary analysis papers, and oral activities.

Course: GRADE 11 - Writing/American Literature

TOPIC	OBJECTIVE	COMMENTS/ACTIVITIES
LITERATURE See *English Teacher's Handbook of Courses and Objectives* for materials bank.	7.0 The student will read and critique selected works of American literature, proving his/her knowledge of those works through written analysis.	Some suggested Writing Assignments for Objective 7 are: The five-paragraph thesis essay Specific interpretation and analysis papers
	7.1 Given an American novel, poem, short story, or play, the student will be able to ascertain its theme.	Review questions Essay exams Impromptu essays
	7.2 Given a selection of American non-fiction, the student will be able to ascertain its purpose and its degree of effectiveness.	Research papers -- documented or textual studies Precis Abstracts Character analysis Comparison papers Dialogues Episodes Diaries, journals Letters (one character to another) Parodies, satires Vocabulary assignments Creative writing
	8.0 Given a selection by a major American writer, the student will be able to discuss the relationship between the writer and his/her culture.	Films Guest speakers Field trips Special events Research papers Oral interpretation and analysis (dramatize, read aloud, discuss, etc.)
	8.1 Given selections by American writers, the student will be able to discuss the development of a single idea, a form, or a tradition.	

TOPIC	OBJECTIVE	COMMENTS/ACTIVITIES
ORAL SKILLS	9.0 The student's oral response will include a formal defense of one of his/her thesis statements, and/or oral interpretation and analysis of literature.	Explicating a poem Tape recording Performing scripts Dramatizations Skits Parodies Reports Symposium Debate Formal speech Panel discussion

Course: GRADE 11/12 Writing/Modern Literature

TOPIC	OBJECTIVE	COMMENTS/ACTIVITIES
WRITING	1.0 Each semester the student will write a minimum of three thesis essays of at least five paragraphs to show his/her mastery of the thesis-essay format stressed in the Writing/Literature 10 course.	Note: These writing objectives can be accomplished in the literature objectives 7-9, also in outlines, rough drafts, revisions, and individual paragraphs.
	2.0 Each semester the student will write essay examinations of varying length to show his/her comprehension of subject matter, with emphasis on limiting a topic and supporting material.	
	3.0 Each semester the student will write a minimum of two one-hour impromptu themes based on material read or discussed in class.	
	4.0 Each semester the student will review the following mechanical and structural errors identified in his/her writing and incorporate revisions in his/her papers: wordiness fragments run-on sentences unnecessary verb tense shifts agreement pronoun reference apostrophe confused homonyms	
	5.0 Each semester the student will review the methods for achieving unity and coherence in his/her writing, with emphasis on developing variety in the following: thesis statement introductory paragraph concluding paragraph transitional devices types of substantiation	

Course: GRADE 11/12 Writing/Modern Literature

Page 2 of 3

TOPIC	OBJECTIVE	COMMENTS/ACTIVITIES
VOCABULARY	6.0 Each semester the student will study vocabulary related to the literature.	Some suggested writing assignments: Include in: impromptu essay, objective tests, sentence exercises, literary analysis, and oral activities.
LITERATURE See High School English Teacher's Handbook of Courses and Objectives for materials bank.	7.0 The student will read and critique selected works of modern literature, proving his/her knowledge of those works through written analysis.	Five-paragraph thesis essay Essay examinations Review questions Impromptu essays Research papers Documented or textual studies Precis Abstract Character analysis Comparison papers
	7.1 Given a modern novel, poem, short story, or play, the student will be able to ascertain the theme.	
	7.2 Given a selection of modern non-fiction the student will be able to ascertain its purpose and its degree of effectiveness.	
	8.0 Given a selection by a major modern writer the student will be able to discuss the development of a single idea, a form, or a tradition.	Diaries, journals Dialogues Letters (one character to another) Parodies, satires Vocabulary assignments Creative writing
	8.1 Given selections by modern writers, a student will be able to discuss the development of a single idea, a form, or a tradition.	Films Guest speakers Field trips Research papers Special events Oral reports

Course: GRADE 11/12 Writing/Modern Literature

Page 3 of 3

TOPIC	OBJECTIVE	COMMENTS/ACTIVITIES
ORAL SKILLS	9.0 The student's oral response will include a formal defense of one of his/her thesis statements and/or oral interpretation and analysis of literature.	Symposium, debate Formal speech Panel discussion Tape recording Reading aloud Explicating a poem Skits, performing scripts Parodies Dramatization Oral reports

Course: GRADE 12 - Writing/British Literature

Page 1 of 2

TOPIC	OBJECTIVE	COMMENTS/ACTIVITIES
WRITING SKILLS	1.0 Each semester the student will write a minimum of four essays based on literature read and discussed in class, showing increased sophistication in his/her writing style.	Account for increasing depth in research and analysis: Purpose-audience Forceful argument Diction Style Note: The writing objectives can be accomplished through the literature objectives.
	2.0 Each semester the student will write essay examinations of varying length to show his/her comprehension of subject matter, with emphasis on limiting a topic and supporting material.	
	3.0 Each semester the student will write a minimum of four impromptu essays based on material read or discussed in class.	
	4.0 Each semester the student will review the following mechanical and structural problems identified in his writing and incorporate revisions in his/her paper: fragments run-on sentences unnecessary verb tense shifts pronoun references apostrophes parallel constructions confused homonyms	
	5.0 Each semester the student will develop the following techniques for achieving a clearer and more mature writing style: using active voice using specific and concrete verbs and nouns eliminating jargon and triteness avoiding wordiness using varied word order	

TOPIC		OBJECTIVE	COMMENTS/ACTIVITIES
LITERATURE See High School English Teacher's Handbook of Courses and Objectives for materials bank.	6.0	The student will read and critique selected works of British literature, proving his/her knowledge of those works through written analysis.	Some suggested writing assignments: Thesis essays Essay examinations Review questions Impromptu essays Research papers Documented or textual studies Precis Abstract Character analysis Comparison papers
	6.1	Given a British novel, poem, short story, or play, the student will be able to ascertain its theme.	
	6.2	Given a selection of British non-fiction the student will be able to ascertain its purpose and its degree of effectiveness.	
	7.0	Given a selection by a major British writer the student will be able to discuss the relationship between the writer and his/her culture.	Suggested projects: (to be accompanied by written explanation) Model stages Costuming Cartoon books Field trips Explorations in humanities Films Research papers Special events Oral reports World literature Reading of: footnotes, glossaries, marginal glosses Oxford English Dictionary scholarly analyses, as in Milton, Dante, etc.
	7.1	Given selections by British writers the student will be able to discuss the development of a single idea, a form, or a tradition.	
	7.2	The student will read supplemental works of non-British literature as appropriate to background or extension of concepts.	
VOCABULARY	8.0	Given a selection that extends the student's vocabulary, the student will seek out and study vocabulary, allusions, metaphor, etc	
ORAL SKILLS	9.0	The student's oral response will include a formal defense of one of his/her thesis statements and/or oral interpretation and analysis of literature.	Symposium, debate, formal speech, panel, tape recording Reading aloud, oral reports Explicating a poem, parodies Skits, performing scripts, dramatization

APPENDIX

APPENDIX A

CHART SHOWING WRITING SKILLS IN ELEVENTH AND TWELFTH GRADE LITERATURE COURSES - LAHSER AND ANDOVER

(Symbols: o = not introduced; + = introduced; * = alternative (may be introduced))

TYPES OF WRITING	Intro. Jr. High	Grade 10	Grade 11	Grade 12
1. Friendly letter	+	o	o	o
2. Business letter	+	o	o	o
3. Creative poetry	*	*	*	*
4. Critical review of book or film	o	+	+	+
5. Creative prose (short story, personal essay, or impressionistic writing	*	*	+	+
6. One-paragraph essay (topic sentence)	+	+	+	+
7. Multi-paragraph essay (developing a specific thesis based on a topical outline)	o	+	+	+
8. One-hour impromptu theme	o	+	+	+
9. Precis (paraphrase, abstract, summary)	o	+	+	+
10. Essay with footnotes and bibliography	o	*	+	+
11. Autographical essay	+	o	o	o
12. Essay examination	+	+	+	+
MAINTAINING STANDARD ENGLISH				
1. Subject/verb agreement	+	+	+	+
2. Pronoun-antecedent agreement	+	+	+	+
3. Parallel construction	o	o	+	+
4. Complete sentences	+	+	+	+
5. Consistent tenses	+	+	+	+
6. Consistent point-of-view	+	+	+	+

APPENDIX A (cont.)

	Intro Jr. High	Grade 10	Grade 11	Grade 12
7. Avoiding second person	+	+	+	+
8. Proper placement of modifiers	+	+	+	+
9. Proper use of homonyms	+	+	+	+
DEVELOPING CLEAR STYLE				
1. Building compound, complex, compound-complex sentences for sentence variety	+	+	+	+
2. Preferring active voice to passive voice whenever possible	o	o	+	+
3. Recognizing co-ordination and subordination of sentence elements (right conjunctions)	o	+	+	+
4. Preferring specific verbs and nouns	+	+	+	+
5. Using specific and concrete words	o	+	+	+
6. Eliminating jargon, triteness, and cliches	o	+	+	+
7. Using consistent figurative imagery	o	o	+	+
8. Recognizing connotations of words	o	+	+	+
9. Avoiding wordiness	o	o	+	+
PROOFREADING FOR TECHNICAL ERRORS				
1. Legibility (cursive or typed)	+	+	+	+
2. Capitalization	+	+	+	+
3. Punctuation	+	+	+	+
4. Spelling	+	+	+	+
5. Syllabication	+	+	+	+
6. Abbreviations	+	+	+	+
7. Numbers	+	+	+	+

APPENDIX B

MANUSCRIPT CORRECTION GUIDE

I. Form:

A. Observe one-inch margins on three sides of page.

B. Write on one side of the paper only; avoid skipping lines (one line).

C. Space under the title if there is no title page.

D. The first page carries no number; number all succeeding pages in the upper center (top).

E. Write in black or blue ink, cursive handwriting, or typewritten (double-spaced).

F. Write out all numbers under one-hundred except dates and addresses; hyphenate between the two words of a number (twenty-one through ninety-nine).

G. Indent each paragraph one inch without spacing between paragraphs.

H. For quoted material, footnote or bibliography, or typewritten papers, use form from stylebook consistently.

II. Illiteracies: Because these errors persist in student work, all teachers should recognize the following as illiteracies in formal writing:

A. Use of contractions,

B. Misuse of indefinite *you*,

C. Sentence fragments,

D. Run-on sentences (comma splice),

E. Misused homonyms (to, too, two, etc.),

F. Verb tense shifts,

G. Misused apostrophes,

H. Faulty agreement (subject/verbs; pronouns/antecedents).

III. Correction symbols for formal writing:

sp	spelling error	vt	tense of verb wrong
p	punctuation error	¶	paragraph needed
frag	fragment	awk	awkward wording
RO	run-on sentence	∧	word(s) omitted (caret)
WW	wrong word	2	misuse of second person
cap	capital letter agreement	NC	no contractions
agr	agreement	//	parallel construction needed

Note: Individual teachers are encouraged to use any other symbols they consider appropriate.

APPENDIX C

SYLLABUS FOR WRITING AND LITERATURE - Grade 10

Materials from the following bibliography are reserved for the tenth grade Writing and Literature course. They are a consolidation of materials used at Andover and Lahser. The purpose of the bibliography is to ensure that materials encountered in the course will reinforce the junior high school English curriculum and provide a foundation for the high school English curriculum.

The criteria for the selection of materials are:

1. that the materials be appropriate for the skill and experience level of tenth graders,

2. that the materials not be a duplication of previous or ensuing English courses, and

3. that these materials be readily available.

THE MATERIALS

Drama

The following plays are reserved for Writing and Literature 10A:

Cyrano de Bergerac
Our Town
I Remember Mama
A Member of the Wedding
Ah, Wilderness!
Blue Denim
Visit to a Small Planet
The Corn is Green
You Can't Take it with You
All My Sons
The Death and Life Sneaky Fitch
Fiddler on the Roof
Rebel Without a Cause
The Caine Mutiny Court Martial
The Man in the Ice-Cream Suit (Bradbury)
Julius Caesar

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APPENDIX C (cont.)

Short Stories

Each high school building should coordinate Short Stories within its own building.

Novels

The following novels are reserved for Writing/Literature 10B:

The Learning Tree
Fahrenheit 451
The Little Prince
Cry, the Beloved Country
The Jungle (Not to be used at Lahser because it is used in Social Studies.)
Of Mice and Men
The Iliad
The Hobbit
The Foundation Trilogy
The Good Earth
Temple of Gold
Something Wicked This Way Comes
The Heart is a Lonely Hunter
Island of the Angels
Childhood's End
The War of the Worlds
The Oxbow Incident
Only in America
The Terminal Man
A Tree Grows in Brooklyn
Go Tell it on the Mountain

Essays

E. B. White
Stephen Leacock
John McPhee
Corey Ford
James Thurber
George Orwell

Newspaper Editorials

Erma Bombeck
Harry Golden

APPENDIX C (cont.)

Films

The following films are recommended for Writing and Literature:

The Oxbow Incident
The Rocking-Horse Winner
Cyrano de Bergerac
The Little Prince
Cry, the Beloved Country
A Rebel Without a Cause
A Tale of Two Cities
The Corn is Green
Member of the Wedding
Ah, Wilderness! (Jason Robards Jr.'s TV production)
Fahrenheit 451

Poetry

Poems to fulfill the objectives of the course may be selected by the teacher as needed.

The Iliad

Grammar

The following books are recommended as supplementary material for teaching vocabulary and grammar:

Warriner's Grammar and Composition series - HB (Harcourt-Brace 1976)
The Lively Art of Writing - Payne (paperback)
Harbrace Writing Course - HB
Vocabulary for the High School Student - AMSCO
Vocabulary for the College-Bound Student - AMSCO
Word Wealth - D. C. Heath
A Guide to Modern English - Heath

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APPENDIX C (cont'd.)

SUGGESTED WRITING ASSIGNMENTS

Grade 10

Types of Writing

Expository Paragraphs Based on Literature

- Introductory
- Supporting
- Concluding

Thesis Essays
Sentence Variety
Transitions

Supporting Paragraphs Developed
- A. Fact
- B. Reason
- C. Example
- D. Comparison
- E. Contrast

Essay Exams
Film Reviews
Vocabulary
- Sentences
- Themes

Other types of writing may be done in:

- Character
- Setting
- Point of View
- Book Reports
- Figures of Speech
- Imagery
- Symbolism
- Allusions
- Irony
- Theme
- Research

Creative Writing

- Dialogue
- New endings/beginnings
- Notebooks
- Journals
- Short Stories
- Poetry
- Scripts

Grade 11

Types of Writing

Expository Essays
Argumentative Essays
Literary Analysis

Book Reports

Film Reviews

Journals

Original Poetry

Vocabulary

Research

Book Review

Satire

Parody

Personal Essays

Humorous Essays

Precise Writing

Abstract

Grade 12

Types of Writing

Expository Essays

Argumentative Essays

Literary Analysis

Book Reports

Film Reviews

Journals

Original Poetry

Vocabulary

Research

Book Review

Satire

Parody

Personal Essays

Humorous Essays

Ironic Essays

Precise Writing

Abstract

Annotated Bibliography

The following is a suggested syllabus to be used at the discretion of the teacher, according to the needs of the class.

Writing

Suggested Types of Papers

1. Descriptive
2. Narrative
3. Explanatory
4. Persuasive
5. Critical Analysis
6. Research Paper
7. Essay Exam

Types of Idea Development

1. Description
2. Narration
3. Definition
4. Factual Development
5. Persuasion
6. Comparison-contrast
7. Illustration
8. Analysis

Mechanics and Diction

1. Capitalization
2. Punctuation
3. Sentence Structure
4. Transitional Sentences
5. Paragraph Development
6. Dialogue
7. Spelling
8. Manuscript Form
9. Vocabulary - include in revising, in original assignments, in reading.

SUGGESTED SYLLABUS
(cont. from previous page)

Introduced in jr. high: (Emphasis is on recognition)

jr. high	Characterization
jr. high	Setting
jr. high	Method of Narration/Point of View
jr. high	Plot
jr. high	5 Basic Conflicts (Protagonist/ Antagonist, etc.)
jr. high	Dialogue
jr. high	Foreshadowing
jr. high	Flashback

Introduced in Writing and Literature 10A and 10B, (expansion and application of jr. high syllabus also):

10	Theme
10	Figures of Speech
10	Symbolism
10	Irony

To be introduced at the discretion of tenth-grade teacher (can wait for higher level classes, as teachers determine abilities of students in tenth grade classes):

*Diction
*Tone
*Mood
*Style

APPENDIX D

STUDENT FILE FOLDERS

I. To aid students, teachers, and administrators in the management of objectives, students will maintain, in the teacher's room, folders that will include at least one acceptable example of all writing objectives. It is strongly recommended that these folders be used in future student placement.

II. At the end of each semester folders will contain a sample of the student's best essay.

III. For purposes of evaluating students and reporting their progress, the following sheets will be used for monitoring: Writ/Lit 10A-10B Monitoring Sheet, Writing/American Lit 11A-11B Monitoring Sheet, Writing/Modern Lit 11/12A-11/12B Monitoring Sheet, and Writing/British Lit 12A-12B Monitoring Sheet.

IV. To aid students and monitors, papers will have correction symbols and teacher comments to improve student writing.

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APPENDIX D (cont'd.)

CRITERIA FOR MONITORING WRITING/LITERATURE COURSES IN HIGH SCHOOL ENGLISH

(Andover and Lahser)

Monitoring of folders: criteria for evaluation

1. First semester each student will write weekly, the minimum being sixteen of the twenty weeks per term. Twelve papers will be monitored.

2. Second semester each student will write weekly, the minimum being thirteen of nineteen weeks per term. This will permit some leeway prior to finals, mid-marking, and special events weeks, such as Fine Arts Week. Twelve papers will be monitored.

3. Once each marking period administrators will monitor folders.

4. The monitoring agent may random-sample among those assignments designated for monitoring.

5. If folders are monitored more frequently than once each marking period, a teacher has the right to explain the progress of the course.

6. Only designated courses will be monitored. They are:

   Writing/Literature 10
   Writing/American Literature 11
   Writing/British Literature 12
   Writing/Modern Literature 11/12

Revised 6/79

APPENDIX E

EVALUATION OF WRITING

MANUAL

Grades 10-12

EVALUATIVE STANDARDS
EVALUATIVE CRITERIA
STUDENT SAMPLES

EVALUATIVE STANDARDS

FOR GENERAL APPLICATION

Grades 7-12

DEFINITIONS

I. Organization

- A. 7-8, Paragraph
    - 1. Topic sentence
    - 2. Supporting details
    - 3. Transitions
    - 4. Conclusion
- B. 9-12, Three to five paragraph essay
    - 1. Introduction of topic
    - 2. Support
    - 3. Transitions
    - 4. Summary/Conclusion

II. Vocabulary -- precise language

III. Sentence Structure --sentence variety based on grade level objectives

IV. Mechanics -- as per grammar text

- A. Capitalization
- B. Punctuation
- C. Spelling
- D. Manuscript form

V. Quality of Thought

- A. Logical thought process
- B. Elements of creativity
- C. Control -- writing specifically to topic
- D. Avoids plagiarism

EVALUATIVE CRITERIA
ENGLISH COMPOSITION

Grades 9-10 **

	ORGANIZATION	VOCABULARY	SENTENCE STRUCTURE	MECHANICS	QUALITY OF THOUGHT
Level Six	well organized 3-5 paragraph essays	well above grade level	sentence variety complex levels of subordination	no errors	innovative and challenging development of essay topic (shows originality and breadth)
Level Five	well organized	above average for grade level	sentence variety levels of subordination deepen	few, if any, errors	innovative development of essay topic (shows originality)
Level Four	organized	above average for grade level	sentence variety clear and concise structures	few errors	demonstrates logical development
Level Three	demonstrates elements of organization	average for grade level	sentence variety correct sentence structure	maximum of five different errors	demonstrates logical development, but says little
Level Two	demonstrates an effort to organize	average for grade level	sentence variety evidence of sentence structure (may include some fragments and run-ons)	obvious errors	illogical development
Level One	needs organization	below average for grade level	sentence variety multiple fragments and run-ons	gross errors	scattered and unrelated ideas
Level Zero	no organization	far below grade level	no sentence sense	gross errors	none

** Paragraph writing in the ninth and tenth grades will be based on the seventh and eighth grade standards.

Note: These criteria represent standards for end of the year writing accomplishment. Level Five describes the A paper.

EVALUATIVE CRITERIA
ENGLISH COMPOSITION

Grades 11-12 **

	ORGANIZATION	VOCABULARY	SENTENCE STRUCTURE	MECHANICS	QUALITY OF THOUGHT
Level Six	well organized	superior	sentence variety complex levels of subordination	no errors	innovative and challenging development of essay topic shows originality, breadth, style, humor
Level Five	well organized	precise usage	sentence variety levels of subordination deepen	few, if any, errors	disciplined development of topic (shows control of language, thought, humor, organization
Level Four	organized	above grade level	sentence variety clear and concise structure	few errors	logical development
Level Three	organized	average grade level	sentence variety correct sentence structure	maximum of five different errors as per objective	logical development
Level Two	some obvious organization	average grade level	sentence variety evidence of sentence structure may include some fragments and run-ons	obvious errors	illogical development, and/or does not elaborate idea (support)
Level One	needs organization	below grade level (choice and usage)	sentence variety none	gross errors	scattered and unrelated ideas
Level Zero	no organization	far below grade level	no sentence sense	gross errors	none

** Paragraph writing in the eleventh and twelfth grades will be based on the seventh and eighth grade standards.

Note: These criteria represent standards for end of the year writing accomplishment. Level Five describes the A paper.

MONITORING AGENT'S CHECK SHEET

(Andover and Lahser)

Teacher's name:____________________ Course____________________

Date of Monitoring:____________________ Hour____________________

Monitor's Check List for Assignment Evaluation Cover Sheet, and Student Folder:

1. Cover sheet filled out __________
2. Teacher's comments and/or corrections appear on paper __________
3. Folder record sheet filled out by the end of the semester __________

Monitor's Comments to the Teacher:

1. Number of folders monitored: ________
2. Names of students monitored: ________

____________________ ____________________

____________________ ____________________

____________________ ____________________

____________________ ____________________

3. Other comments:

DATE: ____________

____
Monitor's Signature

____
Teacher's Signature

Revised 6/79

STUDENT RECORD SHEET - Writ/Lit. 10A & 10B

STUDENT NAME________________________________SCHOOL YEAR____________

Note: Longer papers (i.e. research, etc.) count as two assignments.
Papers should be numbered to correspond to assignments on this record sheet.

Writ/Lit 10A Brief Assignment Description with ✓ for Objectives Being Met.	Grade (optional)	Thesis Statement 1.0	Outline 2.0	Introduction 3.0	Body Paragraph(s) 4.0	Conclusion 5.0	3-R Impromptu 6.0	5-R Impromptu (optional) 7.0	Reading Short Stories 8.0	Reading Plays 8.0	Viewing Films 8.0	Writing About Short Stories 9.1	Writing About Plays 9.2	Writing About Film 9.4	Vocabulary 9.7	Oral Thesis Defense 10.0
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TEACHER____________________________

Revised 6/79

Writ/Lit 10B Brief Assignment Description with ✓ for Objectives Being Met.	Grade (optional)	Thesis Statement 1.0	Outline 2.0	Introduction 3.0	Body Paragraph(s) 4.0	Conclusion 5.0	5-R Impromptu 7.0	Reading Novel 8.0	Reading Non-Fiction 8.0	Reading Poetry 8.0	Viewing Film 8.0	Writing About Novel 9.3	Writing About Film 9.4	Writing About Poetry 9.5	Writing About Non-Fiction 9.6	Vocabulary 9.7	Oral Thesis Defense 10.0
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TEACHER____________________________

STUDENT RECORD SHEET - Writing/American Lit. 11A & 11B

STUDENT NAME____________________________________ SCHOOL YEAR______________

Note: Longer papers (i.e. research, etc.) count as two assignments.
Papers should be numbered to correspond to assignments on this record sheet.

Writing/American Lit. 11A Brief Description of Assignment with ✓ for Appropriate Objectives	Grade (optional)	Thesis Essays	Essay Exam(s)	Impromptus	Revisions	Unity/Coherence	Vocabulary	Literary Analysis	Theme - Short Story	Theme - Novel	Theme - Poetry	Theme - Drama	Non-Fiction Purpose/Effect	Discuss Writer's Culture	Discuss Literature Ideas/Forms/Traditions	Oral Thesis Defense
		1.0	2.0	3.0	4.0	5.0	6.0	7.0	7.1	7.1	7.1	7.1	7.2	8.0	8.1	9.0
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TEACHER____________________________________

Revised 6/79

Writing/American Lit. 11B Brief Description of Assignment with ✓ for Appropriate Objectives	Grade (optional)	Thesis Essays	Essay Exam(s)	Impromptus	Revisions	Unity/Coherence	Vocabulary	Literary Analysis	Theme - Short Story	Theme - Novel	Theme - Poetry	Theme - Drama	Non-Fiction Purpose/Effect	Discuss Writer's Culture	Discuss Literature Ideas/Forms/Traditions	Oral Thesis Defense
		1.0	2.0	3.0	4.0	5.0	6.0	7.0	7.1	7.1	7.1	7.1	7.2	8.0	8.1	9.0
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TEACHER____________________________________

STUDENT RECORD SHEET - Writing/Modern Lit.
11/12A & 11/12B

STUDENT NAME________________________ SCHOOL YEAR____________

Note: Longer papers (i.e. research, etc.) count as two assignments.
Papers should be numbered to correspond to assignments on this record sheet.

Writing/Modern Lit. 11/12A **Brief** Description of Assignment with ✓ for Appropriate Objectives.	Grade (optional)	Thesis Essays	Essay Exam(s)	Impromptus	Revisions	Unity/Coherence	Vocabulary	Literary Analysis	Theme-Fiction	Purpose-Nonfiction	Discuss Writer's Culture	Discuss Literature Ideas/Forms/Traditions	Oral Thesis Defense
		1.0	2.0	3.0	4.0	5.0	6.0	7.0	7.1	7.2	8.0	8.1	9.0
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TEACHER____________________

Revised 6/79

Writing/Modern Lit. 11/12B **Brief** Description of Assignment with ✓ for Appropriate Objectives.	Grade (optional)	Thesis Essays	Essay Exam(s)	Impromptus	Revisions	Unity/Coherence	Vocabulary	Literary Analysis	Theme-Fiction	Purpose-Nonfiction	Discuss Writer's Culture	Discuss Literature Ideas/Forms/Traditions	Oral Thesis Defense
		1.0	2.0	3.0	4.0	5.0	6.0	7.0	7.1	7.2	8.0	8.1	9.0
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TEACHER____________________

STUDENT RECORD SHEET - Writing/British Lit. 12A & 12B

STUDENT NAME______________________________ SCHOOL YEAR______________

Note: Longer papers (i.e. research, etc.) count as two assignments.
Papers should be numbered to correspond to assignments on this record sheet.

Writing/British Lit. 12A Brief Description of Assignment with ✓ for Appropriate Objectives.	Grade (optional)	Thesis Essay 1.0	Essay Exam(s) 2.0	Impromptus 3.0	Revisions 4.0	Writing Style 5.0	Literary Analysis 6.0	Study of Theme 6.1	Non-Fiction Purpose/Effectiveness 6.2	Writer/Culture 7.0	Idea/Form/Tradition 7.1	Non-British Lit. 7.2	Vocabulary 8.0	Oral Response 9.0
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TEACHER______________________________

Revised 6/79

Writing/British Lit. 12B Brief Description of Assignment with ✓ for Appropriate Objectives.	Grade (optional)	Thesis Essay 1.0	Essay Exam(s) 2.0	Impromptus 3.0	Revisions 4.0	Writing Style 5.0	Literary Analysis 6.0	Study of Theme 6.1	Non-Fiction Purpose/Effectiveness 6.2	Writer/Culture 7.0	Idea/Form/Tradition 7.1	Non-British Lit. 7.2	Vocabulary 8.0	Oral Response 9.0
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TEACHER______________________________

STUDENT SAMPLES (IMPROMPTU ESSAYS)

OF

EVALUATIVE LEVELS

Grade 10

30

10th model
Level 5

In elementary school the teachers were required to fill out a long sheet dealing with a student's progress in his class. This "report card" dealt with not only his academics but his ability to get along with others, his attitude and his level of maturity. However, when the student moves up to junior high and high school his reward for the entire 40 weeks is one grade. It makes no difference what else the student does as long as he can pull a good grade. The report card is said to reflect totally students progress in school. However, in reality report card do not tell the whole story of a students progress.

First of all, there is no provision made in the grading for the amount of effort a student puts into a class. One of a parents' favorite sayings is "Just do your best." However, when they receive a report card from school with bad grades they look at it and say "you didn't even try." But actually there is no way for them to know

10th

the amount of effort put into a subject. The only thing parents see is a grade on their child achievement.

Secondly, report cards also do not reflect the students maturity or common sense. Colleges and parents are not looking for or hoping to produce only a computer. Their major goal is a mature, responsible adult who will be able to make it out in the real world. Report cards do not show a students level of maturity. They do not tell a person whether or not he has common sense. The only grade which is shown reflects his achievements in academics only, these are not really all that important.

Also, one little letter given for an entire ten - to forty weeks work can not possibly tell the whole story of a students progress. It is not really fair to make a person put in all that time and work and then have all of this hang in the balance for a teacher to mark down a grade. This grade could stand only for a teachers

10th

personal preference of whether or not she/he likes the student. A student and his parents should have the courtesy of a full report on how the student is doing after all of his work.

Report cards are like a computer. They simply are spit out letters and numbers trying to asses something. No computer can truely tell all there is to tell about a person. Some things run deeper than this. Likewise no report card can truely tell all there is to know about a student and his progress.

In conclusion, Report cards do not tell the whole story of a students progress. They do not reflect his effort, maturity or common sense. One grade on a report card can not sum up an entire 10-40 weeks of work. Report cards also can not tell all of a students story because progress and people are more complex than one simple letter.

#120

[redacted]th grade

4

10th. model
Level 4

Report cards have always been sent home so parents may see how well or how poorly their child has been doing. This process could be called a tradition. When a student receives a high mark, all is well and good. However, the boom is lowered for those ~~to~~ who get low grades. When a mark is raised, it shows us that the student has taken a new interest in his class. When a mark drops, immediately we think something is wrong. Many factors go into the students grades. Report cards do not tell the whole story of a student's grades.

Many factors decide a student's grade. Low marks could possibly mean that the work is too hard and the student may need outside help. Most people assume this side. However, in every situation, two sides are always present. Many administiators don't realize that the student could be having difficulties at home. The student with both parents working, or a divorced parent has a hard time. He barely ever sees his parents and it seems like they don't love him as much. A child has to have a lot of love in order to want to do anything, including to go on living. A student might also possibly be having a student-teacher misunderstanding. Teachers are supposed to be fair but if a person doesn't like someone, it

10 m

is hard not to mark him lower.

Another cause of low grades is just plain being lazy. If a student is too lazy to carry a book home then it is his own fault. Good study habits are important. When a student lacks these, then his grades will show it. Laziness is not totally the fault of the student, parents are the ones who should start their children out by teaching them a few basics. If a student does not know how to study by the time he reaches high school, then it is almost too late.

Some students do try but they just cannot cut it. They may learn much about that subject but their grades do not show it. Then, we have the students who simply don't give a hoot. Those students are the ones who deserve their low grades. They just sleeze off all day and then complain when the teacher gives them an 'E'.

Report cards do not tell the whole story of a student's progress. All a parent sees is a list of subjects followed by a list of grades in the next column. Those parents have no idea what their child went through to get those grades - whatever they may be. Parents need to know everything their child did to get their grade. If they don't, it is just a worthless piece of paper with the "A,B,C's" on it.

1/210

3

9-14

10th. model
Level 3

Report Cards

6th.

Today in america most school systems send out report cards every nine to ten weeks. Report cards mean a report on what has been accomplished by the student. These cards are printed by computer, typed by machene or written out by hand. Does this computer reading or script markings really prove that the student earned his or her grade? Is the student smarter than what the card says? Report cards do not tell what a student has done or can acheive.

An example of why report cards really do not tell the whole story is, conduct. Conduct is not usually recorded on report cards, which does not help the parents of the student know how his or her child is preforming in school. There should be a stentence or two as an actual report telling how the student acts and how he

10th

or she contributes in class. Conduct should include, actions, listening, and attitude. These three things are an importance for a student, to be able to learn, and comprehend. Report cards do not explane the ability of a students attitude, if it is good or bad. Report cards don't explane some of the actions in the classroom. Report cards in today's American schools do not truely tell the story of conduct.

Report cards do not show how much a student can learn. The student can recive an "A", but feel slowed and pushed back, this student coued go on and on, if only the letter grades would permit, but, they do not. The student's parents should be able to see that their child can learn and comprehend far above the "A" level. A grade is a grade, an "A", the first letter of the alpheabet, and "E", the fifth, what does it tell? In answere to this question, absolutly nothing,

10th

for all some person may know "E" for excellent. a letter is a grade, but it does not tell how much a student can do.

Report cards which are distributed today do not tell the story of what the student has done. In homework, for example, the student could have done none of it, but get a good grade on the tests and still receive an "A" on his or her report card. There should be, in some way, a way the teacher can tell what a student has or has not done, in the past nine or ten weeks. Parents should know what their child is doing during his or her time at school. Report cards do~~nt~~ not tell the story of what a student has done in school.

Report cards do tell some but do~~nt~~ not tell the complete story. The do not show and approve or disapprove a student's conduct. They do not show what a student has done at his or her time at school, and how are they worked.

Last, they do not prove how much a student can achive. In conclusion to the thesis, report cards do not tell the whole story of a student at school.

(1)

2

10th · model
Level 2

Report cards do not tell the whole story of a students progress. for one thing they do not show how the student progresses because if yous a student that get all A's and you don't even try and there are other students who try harder than others and get C's and D's. I think that they should put on the report card how they use there time constructively or unconstructively.

anouther fault in our report is how they show the attendence, people who come in late 20minutes or one minute get a tardie and two tardies make an absense and 5 absense you are kicked out of class and put into a studyhall so if this paper means any thing give it to the board of education.

#

#1

MAY 9 1978

[redacted]

10th Model
Level 1

ENGLISH

I Think Report Cards Do tell How you Do in School, and it also tells How much you Fool Around in School, and Also Report Cards tell what your Grade point Avarage is and How many points you Got in The Semester.

A Report CARD is A Slip of paper That Has your name, The principal name, and your Home Room teachers name, and Also Has your Name of The Classes That you Are TAking and it also Has your teachers Name and what Room They Are in. and Also The Report Card Has How many ABsence and tarties you Have.

STUDENT SAMPLES (IMPROMPTU ESSAYS)

OF

EVALUATIVE LEVELS

Grades 11-12

Level

11-12 grade
Level 6 model

The College Question

May 15, 1978
[redacted]

11-12th.

With all the talk about earning power and financial security, a premium has been placed upon a college education. So much emphasis has been put on being "educated" to the greatest degree that the question most seniors ask themselves is not "Am I going to college?", but "Where am I going to college?" Far-reaching programs of financial assistance enable even the intellectually-able poor to attend, making college a more available commodity than ever before. Unfortunately, many young people find themselves with a degree and little or no employment possibilities. Too late they realize that they might have been in a better financial position had they learned a trade either by experience or a trade school. Thus, it is this unfortunate occurance that proves to a unsettling degree that a college education is not appropriate for everyone.

True, college is the only place for the intellectually curious student

11-12#

who wishes to pursue a purely academic career or those whose career aims demand extensive drilling in a discipline such as science or medicine. Students who need the facts can usually only satisfy their need at an institution such as college. But in reality there are many people who wish to go into either mechanical trade or service fields. These people can find their knowledge in a 2-year facility or at a trade school. Some don't even find it nessecary to attend those. They get their training through experience.

Experience verses book learning has been a point of dispute among educators for as ~~the~~ long as the situation has existed. Many feel that one is not truly educated unless one has had a taste of the liberal arts or science or language. Those who oppose this viewpoint declare that it is in every way possible to live a fulfilled, happy life performing a skill without having spent $20-40,000 and 4 years learning it.

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Many people find that they do not enjoy the college atmosphere. They find it frustrating and irritating. They feel it is much easier to go ~~to~~ straight from high school into a career without spending four years in limbo, pouring time and money into the hopes of a greater earning advantage. Apparently growing numbers of students are not willing to take that risk. They see no need to risk ending up with a "worthless" degree.

Therefore it is apparent that though college should be available to those who are deemed mentally fit, it should not be a requisite for social success and acceptance in modern society. Too often society tends to set standards without regard to the inherent differences between people, and does not allow for those differences.

11-12 grade
Level 5 model

11-12a

Colleges are often called "institutes of higher learning" and in years past people considered them as only necessary for those entering special fields. However, recently many have come to see a college education as a necessity for anyone who wants to keep up with today's society. But many lifestyles do not require a college education

Many jobs do not require a college education jobs which require manual labor, skilled craftsmanship, or even daily dealing with people have no use for the research and detailed information a college education provide. These fields rely on an inborn human characteristic which college neither provides nor improves Nor do even executive positions deal with the kind of careful logic that one gets from a college education. These positions of both prestige and authority usually utilize more common sense than

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conform with everyone's best method of learning. Even brilliant minds cannot always function when placed in a restricted atmosphere. Through such restriction, college may only stifle the thoughts of many people. Neither does college provide a breeding ground for creativity. College has no use to many who create by their own standards. And many others can get a higher education through self-discipline and self-teaching through book. They have no need for the college experience its self. Even more can best learn by experiencing, either by work, travel, or sharing of ideas with others. So college would not give them as much for their time as personal experience would. Clearly, there are many ways of learning other than through college.

Considering the diverse lifestyles in society, one way of preparation for the future cannot suit all. There are

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drawn out logistics. These fields would make a college degree a waste of time and money

No one needs a college education to intelligently contribute to a democratic society. Indeed, most requirements for a high school diploma more than adequately provide the skills for day-to-day living. College does not improve one's chances at making ends meet or dealing with people. Nor does it make anyone more capable of selecting their leaders; basic understanding of government and perhaps history, standard parts of a high school education, along with an informative media, provide all the information on which to base a decision. College training gives no more insight into a persons capabilities than these basic tools. Consequently a well-functioning society can survive without a multitude of college graduates

A college atmosphere does not

11-12th.

too many places to go in such a limited time for everyone to start at the same spot.

11-12 grade
Level 4 moda

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Women for President?

Until recently, ~~women have not~~ the rights of women have been less than those of men. Through many years of struggle, however women have been granted equal rights. Although these rights have been granted, they have not all been enforced. A woman should have the opportunity to try for any job that she would like, but because of discremenation it is not always possible. One of our country's chief sayings ~~was~~ is that anyone can become President of the United States. If this is to be true, than a woman should become President of the United States.

In the past, there have been a few women running for President, ~~like~~ such as Shirley Chisholm, but they have not been taken seriously, neither by men ~~nor~~ or by women. ~~The other~~ These candidates have ~~[illegible] of~~ ~~[illegible]~~ been members of ~~independent~~ minor parties, which sometimes contain only a single platform, like the legalization of abortion. These parties have neither sufficient backing or funds to be able to seriously contend in any election. What is needed is a good ~~[illegible]~~ woman candidate from a major party, who can be taken seriously as a choice for President, not just as a token in the elections.

One problem is that there is a lack of qualified women that would be able to win. There are no women ~~senate~~ senators, with the exception of Muriel Humphrey, nor are there any other women that hold major political offices.

~~[illegible]~~
11-12

There are some very strong women representatives, but some people feel that this is not enough to qualify a woman for the office of president. The major parties insist on nominating the same kind of moderate individual to represent their party in ~~the~~ each election, fearing if they did otherwise they would lose votes. This is something that will have to be overcome, ~~but and maybe the saying "something is lost when travelling"~~

The main problem that has to be overcome is that of discrimination, direct and indirect. The men complain that women do not have enough experience for the job, but how can ~~they~~ women get experience when they cannot get even minor political offices? Until there are female senators, governors, etc., there is little hope for a woman reaching the office of President. Unless they are taken seriously by their male constituents, the voters will never take them seriously. Respect is what the women need in order to be able to run for the office of President.

In this land of opportunity, a woman should be able to become President of the United States. If we are to have ~~[illegible]~~ equal rights, women must be given the chance to prove their worth. If a woman is elected President, surely she can do the job as well as any man has in the past. After all she could not do any worse.

11-12 Grade
Level 3 mod+

The current trend of the modern-day world is for everyone to go to college and get a sound education. College is the normal way to go and anyone who does not go is "weird", according to todays standards. But even with these cultural standards, it can not help but be true that college is not appropriat for everyone

Each person has his own ambition as to what he wants to accomplish in life and oftentimes this can be tackled and achieved without a college foundation There are many things that need to be done to help this world, socially and environmentally, and sometimes those who choose to go to college may be just delaying effective actions they could have gotten underway that much earlier. A person does not need college to develop ambitious drives and execute actions to achieve ~~their~~ his goals

A college diploma is more culturally symbolic than what it is actually representing. Today

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a college diploma is like a magic key to the massive door to the job world. But this may prove true for those who do obtain one, whereas those who werent meant to go to college may end up not graduating, dropping out and ending up in a worse position than if they had never gone. It should be up to the individual to decide if he or she is up to going through college and whether or not it would be worthwhile in helping them pursue their own personal ambitions

11-12 Grade
Level 2 Model

A Woman Should not Become President

With the equal rights amendment being applied to almost every occupation, why can't a woman become president? Women are entering fields where only men would have considered in the past. The Government has made quotas for jobs that must hire women. The government is really the only place where these quatas have not been enforced A woman should not become president.

Although many women in our nation are more qualified for the presidency than Carter is, they should not become president. It is only customary that a man is the president. Since there has been male presidents throughout history and our country is and was the greatest country on earth; there should be no reason why a woman should be brought into the office of the presidency.

Men are thought of as more powerful and are respected more than women. Our country is also thought of as the most powerful and respected the

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(2)

most of every country. It is only fitting that a man is the president.

The office of the presidency, however, contains many pressures and tensions which could cause a person to crack. A man can handle these pressures. The reason is that men are stronger emotionaly. Men are not thought of as being emotional or moody the way women are A woman would fall apart under the tremendoeus strain the president carries.

A woman should be able to hold any job, however, she should not hold the job of president The jobs in politics have alway been the jobs of men and our country has done fine. There really is no reason why we should experiment with our ~~countries~~ country's wellbeing and put a woman in office

11-12 Grade

Level 1 model

(1)

College is not appropriate for everyone because for some people college wouldn't make any difference in the outcome of their future. For some kids, going to college will seem like a waste of time while for others their parents will put them through.

You really can't say that college is necessary for all students because some students got what it takes allready, You might as well start these people off early rather than waste all of the money that college cost for absolutly nothing.